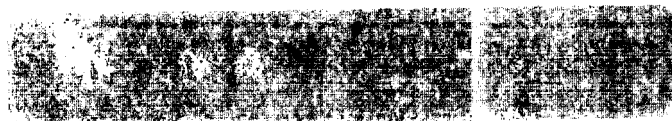


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Contract
Proposal



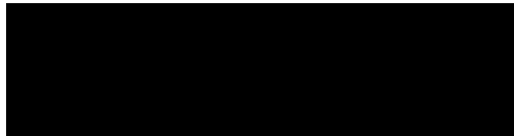
O T R L A N G U A G E S C H O O L S T U D Y

Submitted: 26 September 1966

NOTE

This study was conducted by

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dated 27 June 1966.

OTR LANGUAGE SCHOOL STUDY

Preface

The history of LTS is a well known story to all concerned and no attempt will be made in this study to reconstruct history except where it may have a bearing on the study.

The LT School, like other schools within OTR, began with one or two people in the 1950's and has grown to [REDACTED] contract and WAE personnel. The school has performed well in the past with the resources at its command. Adequate as it is, however, LTS is now faced with a challenge to meet even greater quantitative and qualitative demands from the Career Training and Language Policy programs without significant increases in either its instructional staff or physical facilities.

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This study will address itself to the many potential problems associated with this increased demand on LTS and recommend solutions to these problems.

Summary of Recommendations

A. Enrollment and Physical Environment

1. With the large increase in the LTS enrollments for FY 1967-68, the practice of one-to-one student-teacher ratios must be discontinued if the school is to handle the increased enrollments without staff increases. No full-time classes should start that are less than five students
2. Start all full-time classes in March, July and November only.
3. If LTS remains in its present quarters the building should be redesigned for school use, especially the ventilation system.
4. If LTS is to be moved to new quarters, consideration should be given to including special "future" teaching equipment facilities. to consult with building designers in these matters.

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B. Teaching Methods

Teaching Methods

1. Some form of teacher training for new WAE personnel be mandatory.
2. Special seminars be developed for current staff professional growth requiring one-two hours of staff release time a month.
3. All language courses be required to develop complete detailed course objectives and detailed outlines. This should be given highest priority and completed no later than end of CY 1966

C. PAI

1. Commercially available PAI foreign language courses be applied immediately in Spanish, French and German in a sustained experimental test.
2. A small 3-5 person cadre be trained in PAI development techniques.
3. All foreign language programs developed for LTS be concept units of 200 frames length and not full PAI (8 to 10 thousand frame) courses. Cost \$1,500 per instructional hour.

Wait for objectives 4.

4. Contracts should be given in FY 1967 for the development of PAI courses in Spanish, French, German, Mandarin and Viet.
5. Bid specifications for above PAI courses to be written by 30 November 1966, with request for proposal no later than 31 December 1966.
6. All future off-the-shelf PAI language courses should be tested outside LTS before being subjected to student use.
7. Where feasible, LTS (OTR) should work with other government agencies to jointly support PAI foreign language course development.

D. CAI

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1. A detailed study will be conducted by [REDACTED] on the potential of CAI to OTR needs. This is part of the present contract.

E. Current Teaching Systems

1. A list of all films available for language teaching should be developed by the LTS Chief of Support no later than 31 December 1966.
2. A complete review of existing language laboratory facilities should be conducted by the LTS Chief of Support in conjunction with [REDACTED] no later than 31 December 1966
3. Each LTS language department should be abreast of all new commercial materials publishers.
4. [REDACTED] to develop a study on the value and cost of television to OTR.

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5. A general one-day orientation course to languages should be developed and include a "how-to-listen" unit. This unit to be either the "Effective Listening" course available or a new course.

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A GENERAL VIEW OF LANGUAGE LEARNING

The last two decades have seen profound changes in the teaching of foreign languages--changes characterized by (1) emphasis on audio-lingual skill (i. e., speaking--comprehension), (2) learning of target language through mimicry and memorization, (3) learning of pronunciation and grammar through pattern drills, and (4) use of native speakers in class and/or via language laboratory tapes.

Not too many years ago structural linguists viewed language as a "complex aggregate of sensory and motor habits," and they concluded that what was needed to learn a language was practice, and more practice. Little or no regard was given to the cultural aspects of language in the communications process. Consequently, learning was achieved only in the mechanical functions of language in real life situations.

Continuing study in language learning with children suggests that perhaps humans do not learn a language from mimicry and memorization alone but that they learn a model or key pattern in a language which can be projected beyond what they have heard to form and recognize new word combinations. It is reasonable to assume that adults also learn languages in a similar manner and that the creation of a "model" is more appropriate than learning a fixed block of sentences to parrot in the right situation. This is especially true when we consider that the ultimate objective of a foreign language course is to teach a student to generate grammatically correct sentences in the language so that he will be capable of communicating with a native speaker.

Even if we accept the idea that a model needs to be taught rather than pure mimicry--memorization--we cannot escape the fact that a good deal of practice is still a highly effective language learning

device. No matter what teaching method is used, the student will spend a great deal of time studying by himself, at home or in the language laboratory. In other words, the student spends a great deal of time teaching himself.

Inherent in learning a foreign language the student has (1) the problem of interference from one's native language and (2) the problem of learning to listen effectively.

Native language interference is a critical problem. To a considerable extent this is correlated to the listening problem (phonology) because of a student's need for discipline in learning how to discriminate between the new sounds of the target language and his native language. But language interference goes further since not only sound but sight problems are involved. For example, the letters i and e, while written the same in English and Spanish, are not pronounced the same in both languages. Clearly there is a need to develop aids for this phase of learning since it is an aspect of language training that is most critical to proper usage.

In the art of listening, the student problem is to develop a sensitive ear to the differences or similarities of various utterances within the target language, a discrimination task which is largely left for the student to solve.

Language instruction has many methods and approaches to teaching and there is no single method that has proved to be "the solution." In fact, the best teaching approach seems to be a blending of the present methods into a composite approach.

Section I

Background Information

LTS Organization and Staff

To properly develop the later sections of this study it is advisable to present a brief overview of the current LTS organization and instructional staff design.

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LTS is organized like most schools within OTR. It possesses a chief [REDACTED] who is both administrator and academic head for the school. His responsibilities are broad and cover daily administrative routines as well as long-range planning within the school. The school chief has a deputy [REDACTED] as well as personnel in charge of support, testing, and the various language departments.

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The school's main function is, of course, teaching; the secondary function is testing and support. The deputy and support personnel are responsible for carrying out routine administrative functions.

LTS has several levels of employees: (1) staff, (2) contract, and (3) WAE personnel.

Staff members are the core of the organization; their main functions are academic and many of them teach language courses, but a great deal of their time is taken up by administrative responsibilities. This group represents the professional linguists within the school and establish the teaching methods and selection of course materials.

Contract people are the "line" workers in LTS. Many are senior instructors and course chiefs. Normally they teach full time and are responsible for course content and academic administration of the WAE people. This group is composed primarily of foreign nationals with minimum security clearance.

WAE personnel are a constantly shifting pool of native foreign speakers who are utilized on a part-time basis strictly as teachers. This group is composed mainly of Agency employees' wives. As a group they have no responsibilities for establishing language course

content or teaching methods.

Aside from these three operating levels of personnel, LTS also has many support people whose function is to service all levels of the school's instructional staff.

Student Body

There is no such thing as an "average" student in LTS, as found in school or university language classes. We can only draw gross assumptions as to what this "average" represents.

The LTS student may be male or female, in the late 20's, a college graduate with some post-graduate work, of high intelligence level, and with an average aptitude for the learning of a foreign language.

This student may take anything from a short (few days) refresher course to a year's full-time course in a foreign language. The length of the student's stay is determined by the man's desk chief and how long the man can be spared from his assignment.

From both an economics point of view and to ensure high quality of instruction, full-time language courses are designed around a class size of 5 to 6 students. At times, students appear outside of this regular class system forcing a one-to-one teacher-student ratio which is extremely costly and not academically sound in language teaching simply because language is a social tool requiring social interaction to be effective in the learning situation.

Roughly 40 per cent of all full-time language students are removed prior to the completion of their course. As a result many students leave LTS with incomplete knowledge of the foreign language studied and with little possibility for continuing on-the-job language training because of difficulties encountered in using conventional materials in the field.

Enrollments

The pattern of enrollment within LTS has been on the upswing. This will continue as the Career Training (CT) and the Language Policy go into force during FY 1967.

Based on the best data available and as displayed in Appendix B, the enrollment for full-time students will go up sharply over the next five years. This, coupled with part-time (Appendix C) student increases, will result in a substantial rise in LTS work load.

In relation to the problem of increased enrollments is the problem of LTS staff utilization. For example, in FY 1966 there were 183 full-time students in 102 classes or an average of 1.8 students per class. The part-time ratio during this same period was roughly 1 to 2 per class. Clearly these small classes greatly affect the ability of the school to cope with increased student enrollment when the size of both the faculty and the physical facilities is limited.

With these facts in mind it would be advisable to limit the starting times for full-time classes to March, July and November and to set a policy regarding the class sizes. The minimum student enrollment should be five students per class. Through proper scheduling alone it is possible to double or triple the work load of the school without increasing the instructional staff or facilities.

Recommendations

1. With the rather large increase in students within LTS anticipated for FY 1967-1968, the practice of one-to-one student-teacher courses must be discontinued if the school is to handle the increased student load without corresponding increase in the instructional staff. No full-time classes should be started without a minimum enrollment of four students unless CIA needs demand an exception.
2. Full-time classes should be scheduled only on a quarterly basis with starting dates in March, July and November of each year. No full-time classes, except to satisfy special CIA needs, should be allowed, outside this schedule.

Section II

Systems Analysis
of the
Language Training School

Physical Environment

LTS is housed in what was once an automobile garage located in an apartment building. The classroom and offices were originally designed to fit the contours of the building with a minimum of construction. Because of its original design as a garage, the structure has only one wall with windows, a low ceiling and poor air ventilation.

In addition to the shortcomings of the floor plan, the school suffers from 1) poor overall maintenance, 2) lack of daily janitorial services; in a building occupied by so many people, this results in unsanitary conditions in the restrooms and other publicly used areas, 3) considerable water leakage into the building during rain or snow storms, resulting in a damp, musty environment.

The floor plan places the staff personnel mainly on the outer (window) wall of the building. The contract instructors are housed in individual inner offices, and WAE people in shared inner offices. Classrooms and a few study carrels are woven throughout the inner office complex.

There are restrooms, vending machines, nurse's quarters, language laboratories and a variety of storage rooms throughout the structure. As a whole, the building is very poorly designed for the task it must perform.

Recommendations: If LTS is to remain in the present building, the structure should be revised to better accommodate the task of training. An environment more conducive to sound educational habits, including a redesign of the classrooms, language laboratories and study carrels should be considered. Certainly the redesign of the present ventilation system, which seems to cause a good many teaching-learning problems through respiratory difficulties, is essential.

2. The present study rooms should not only be redesigned in the context of space allocation but also in terms of their internal composition.

For example, a series of independent study carrels should have direct access to language tapes, written materials and other items pertinent to the students' needs. This need for independent study carrels is most critical where a subject such as languages is taught because of the students' need for continued self-practice. Also, any student involved in an intensive study program has need for withdrawal from the intense psychological problem encountered with a full-time (8-hour day, 5 days a week) course in language learning.

3. If the Agency chooses to move LTS from its present location to new quarters the points covered in the preceding paragraph apply to new quarters except that it is also advisable to consider future school needs by building many advanced features into the structure such as the electrical conduits for closed circuit TV, dial-access facilities and similar basic fixed installations for new devices which must be installed at the time of construction even though they may not be used for several years. 25X1A
4. It is recommended that if this step is to be taken by OTR, [REDACTED] be directed to consult with the planning group to discuss the building design from the academic point of view.

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Teaching Methods

There are many methods for teaching foreign languages. For our purpose, however, we will consider only three key methods considered by most experts as major approaches. These are: (1) grammar-translation, (2) direct approach, and (3) audio-lingual.

The "grammar-translation" concept is based on grammar analysis as the prime teaching device whereas the "direct approach" idea believes you should by-pass your native language and use only the foreign language in teaching. The "audio-lingual" method is primarily the use of native language presented via audio-tape drills. The LT School employs a composite of these three approaches woven into its own "method" of teaching FL.

The LTS approach is based on the idea that the ultimate purpose is to develop a student to a point where he can generate his own utterances and not parrot only those he learned. In the LTS method a language is taught in roughly the following sequence:

- A. Orientation and phonology.
- B. Dialogue presentations.
- C. Memorization.
- D. Variation Drills.
- E. Grammar presentation (by linguist).
- F. Pattern Drills.
- G. Comprehension.
- H. Controlled conversations.
- I. Problem solving--role playing.

The LTS curriculum is based primarily on the audio-lingual teaching method but is a highly sophisticated version of the method. There does not appear to be any current teaching system better suited to the task than the one currently in use by LTS.

At the present time there is no set policy within LTS regarding the content of the various courses. This is left up to the various department heads to work out. The same can be said for the teaching method employed by the various language departments. While the "audio-lingual" method is a basic formula for teaching, each department, and for that matter, each teacher, is free to follow his own method.

This "free" approach allows individual instructors to adapt the LTS teaching method to their personalities and is a satisfactory concept. Such freedom also allows the individual to innovate in his curriculum.

Teacher training is normally given to all new teachers and to some older instructors. This teacher training course is designed primarily for WAE personnel and deals with foreign language teaching methods. The course spends a small amount of time on the "why" of foreign language teaching as well as minimal time on the psychology of the student-teacher relationship in the learning process. The teacher training course has been in effect less than a year.

Recommendations: Some form of teacher training should be a mandatory requirement for all new LTS instructors and current LTS instructors within the school, who have not previously been taught an LTS teaching methods course.

The current teacher training course should not be utilized on the senior staff or contract instructors because it tends to create ill feelings due to its low academic level. In place of this type of course, the seminar approach which has been used by LTS on a spotty basis in the past, should be instituted as a routine monthly function. Such seminars should be conducted by the LTS chief or his assistants.

To conduct these seminars, which are needed if the LTS staff's professional competence is to be maintained, requires that at least one to two hours per staff member per month be released from teaching for attendance at the seminars.

2. All LTS language department heads must be required to develop a set of terminal behaviors and course behavioral outlines for their specific language. These objectives should then be expanded into a detailed course content outline for each language course. Only when this task is completed will LTS be in a position to act on either the upgrading of its present curriculum or the consideration

of developing PAI materials since such materials are really the course blueprints.

These outlines will also provide LTS with guides for administrative and performance judgments of the FI departments as well as providing the necessary material for outside PAI contractors' work with LTS. This recommendation should be given the highest priority and completed before the end of CY 1966.

Program Assisted Instruction (PAI)

When we discuss PAI we are referring to a process, not a rigid method. The process consists first of establishing short-term goals (objective) and long-term goals (terminal behavior). After the course goals are defined in behavioral terms, the programmer develops an outline which builds up to the objectives he seeks to teach. A "program" is then developed by arranging the material in logical sequential steps (frames) leading toward these objectives.

A critical phase in program construction is the developmental testing and testing of the final version. A good program is tested-revised as often as needed in order to achieve its educational objective.

Too often the programs are considered usable only for "factual" materials which interferes with the development of truly useful programs. A successful program, that is one that teaches, must teach concepts rather than provide a sequence of facts only. PAI should be utilized for the core problems of learning, not the routine facts only, or it will quickly become boring and useless as an instructional aid.

A considerable portion of the difficulties encountered in foreign language teaching generally stems from a lack of clearly defined short- and long-term course objectives. Since this is true it is clear that no significant improvements can be accomplished in a conventional or PAI type course until this deficiency is remedied.

The application of PAI to foreign language training is still very new. In fact many commercially available FL programs today are merely grammar-translation formats as opposed to audio-lingual teaching. Since oral teaching is the prime objective of LTS, effective programs must be written to elicit oral, not written, responses. But development of a full-time foreign language course in PAI form to meet LTS requirements would be extremely costly simply because

an average of 8 to 10 thousand programmed frames would be required to teach a year's basic course in most foreign languages. A PAI course of this magnitude would cost about \$100,000.

A more efficient use of OTR resources would be to create a series of short (roughly 200 frames) programs to teach conceptual or difficult aspects of a language such as manipulation of phonology or grammar, which would average \$3,000 each, 6 to 8 units per language. These "concept units" would be designed for integration into the present LTS teaching system and not as independent study units.

PAI is an excellent teaching tool in foreign language learning because language learning is primarily the acquisition of a skill where the individual learner must do a great deal of self-teaching. But as noted earlier, languages present a special programming problem in that audio-lingual materials must be developed in conjunction with written materials.

A fair portion of LTS teaching is directed to language reading as opposed to oral use. While most reading classes are modest in total student enrollment, they are offered year after year. Because of this some consideration should be given to producing PAI reading courses in Russian, German and French. This effort, however, should be secondary to the major PAI program of oral teaching materials.

Recommendations: The commercially available PAI foreign language courses* in French, German and Spanish should be applied immediately to LTS in a sustained experiment to determine their validity for LTS teaching purposes, especially as a prerequisite to full-time courses. This intensive test should be structured and administered by the LT School Chief in cooperation with [redacted] personnel, the test to be scheduled for completion by the end of FY 1967.

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2. Concurrent with the above effort, LTS should train a small (3 to 5 people) cadre of current LTS personnel, selected by the

See list in Appendix A

School's Chief, in PAI fundamentals regardless of whether LTS ever develops PAI courses or not. This basic training in PAI fundamentals will have several values: (1) to train key staff or contract people in the philosophy of PAI which is applicable to developing "conventional" materials as well as PAI materials; (2) to form a nucleus of personnel capable of working intelligently with any outside PAI language course contractors; and (3) to conceivably develop internal LTS talent to program courses with minimal outside assistance.

Such program courses would be given on the basis of two full weeks of study followed by six months of on-the-job supervised instruction before the individual would be a self-sufficient programmer. Cost of this effort would average \$2,000 per man.

3. Any foreign language program courses developed for LTS should be small concept unit formats of 200 or so frames per unit as opposed to a full (8 to 10 thousand frames) PAI course. Each FL would require 6 to 8 of these concept units but the total task will be considerably less expensive in both time and money than developing a full PAI foreign language course. Such units will also provide a much more flexible means of integrating PAI with the current LTS system of teaching.
4. For this phase of the project it is recommended that contracts be negotiated in FY 1967 for the development of French, Spanish, German, Mandarin, and Viet languages in the concept unit format. This should be followed in FY 1968 with a similar development in other languages where student enrollment or need justifies the expenditures.
5. It is further recommended that contract bidding specifications be written by LTS in conjunction with [REDACTED] for the development of these concept units and that this request for proposal (RFP) be circulated to qualified bidders by 30 November 1966 with request for proposal no later than 31 December 1966.

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The cost of producing programmed units of this type will average approximately \$3,000 per unit (2 hours of instruction per unit), 6 to 8 units per language.

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6. In the future all off-the-shelf foreign language programs that appear to be practical for LTS usage should first be reviewed by the School for proper pedagogy. If the material is considered appropriate it should be tested by an independent contractor such as [REDACTED] prior to being subjected to LTS students.
 7. Where feasible, LTS through OTR should support the joint development of foreign language PAI courses in conjunction with other Government agencies for reasons of economics provided the joint effort does not unduly delay the development work.

Computer Assisted Instruction (CAI)

As commented on in previous papers, CAI is not simply a research tool. CAI has shown through many applied problems that the computer is capable of performing an educationally and economically sound service within the needs of OTR in the future.

Recent advances in information technology have made computers so easy to use that elementary school pupils, without training in computer programming, are now formulating and solving problems through the use of a computer terminal located in the classroom. The technological advances mainly responsible are (1) the invention of new languages to permit a more natural human communication with computers, and (2) the realization of time-shared computers which makes them economically feasible.

These developments open up new potentials for CAI, potentials to use, store and communicate information in all phases of guidance, testing, and instruction itself.

In foreign language learning, several studies of CAI application are in process. One study, for example, currently being undertaken is a CAI system to develop a capability of performing acoustic analyses of the student's vocal productions, evaluation of these productions for phonetic faithfulness, informing the student of the nature of his errors, and presenting succeeding lesson materials to remedy the student's particular difficulties. Similarly, the desired system would analyze written constructions of the student, evaluate their accuracy with respect to syntax and reference, and provide immediate correction and conditional presentation of subsequent study materials.

While this represents only one potential use of CAI in foreign language learning, it is fair to state that it will be some time before any usable materials will result from this effort. It is probable, however, that CAI will be a usable educational tool in the future for foreign language teaching. Because of this enormous future potential

for CAI, an intensive survey of the system is needed at this time not only for LTS but for OTR as a whole.

Recommendations: A detailed study be conducted on CAI's current state of the art and its potential not only to LTS, but to OTR.

This study to be conducted under the present [REDACTED] contract with the CIA.

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Current Teaching Systems

The training objectives of any organizational program significantly influence the types of educational techniques which are used in a given program. This is equally true for training done through traditional methods as it is in the use of new media.

Many changes are often made in instructional systems in the name of "modern" technology when such changes are not needed or war-wanted. At times the mere changing of certain aspects of the system's traditional components will create an adequate teaching system without the infusion of new media.

Films: A teaching tool so often overlooked is the film medium. This can take many forms from large group films to single concept films designed for independent study carrels. As a medium, film may be used to teach foreign cultures in the course of the foreign language learning experience. The film medium is currently being used within LTS, limited mainly by a lack of adequate films. This deficiency, coupled with the fact that the film projection equipment being used by LTS is designed for group usage, grossly limits the value of films because a good many instructors (especially WAE types) are not familiar with the use of projectors. Also, most language classes and classrooms are too small for practical applications of group films.

Films are a vital tool in training, especially where material such as foreign cultures is to be presented. It is recommended that an accurate list be compiled of all available films for language teaching. This list should contain 16mm group films and new 8mm films designed for self-study or small groups.

LTS should also review the equipment in use by the school and consider the purchase of self-study film systems provided films are available for such systems.

Both studies should be conducted by the LTS Chief of Support with aid from [REDACTED] personnel.

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Language Laboratory: An instructional tool utilized by LTS is the language laboratory. Its value in foreign language teaching is not challenged. Consideration, however, should be given to the possibility of improving the language lab and/or the establishment of study carrels in lieu of the formal language lab that now exists.

In conjunction with the language lab, there is also room for improvement in the utilization in the labs of the audio-tapes. These suggested language tape improvements would not be in course content but in tape formats only. For example, the simple addition of background noises in certain dialogue tapes would lend a "real life" approach to the material. Also the teaching (via tape) of agent situations such as garbled telephone voices or slurred voices to simulate field conditions where a language is applied.

A detailed review must be conducted of the present language lab installation, its physical layout, and the advisability of expansion and/or replacement of the equipment to meet LTS needs. This study should also address itself to the advisability of establishing study carrels in lieu of the formal language lab.

Concurrent with review of the physical language lab equipment, experimentation should be conducted by the LTS, under the responsibility of the School Chief, with [REDACTED] support, in the upgrading of the language lab tapes to closer simulation of the "real life" language situations.

Textbooks: Another traditional teaching tool which we tend to forget about is the textbook. Improvements in teaching are sometimes achieved simply by the selection of new commercial materials available. To be in a position to do this, however, LTS must be certain that all new commercial published materials are reviewed by the proper persons within LTS, for potential use by the language departments. This task should be coordinated by the Chief of Support.

Role Playing: Role playing, as a teaching device, is necessary for the individual student to build a generative use of a foreign language.

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Currently LTS uses role playing rooms at the school and the [REDACTED] 25X1A [REDACTED] training house for this purpose. Expanded use of simulators such as films, records, or similar devices is about the only practical course to follow for this task; there is little room to expand beyond this level.

Listening: Another key problem in language learning which is traditional in nature is the student's need to learn "how to listen." While this learning task might seem simple on the surface, it is quite difficult for most students to master, particularly where a tonal language such as Mandarin is involved. This problem may be partially overcome by the adaptation of the "listening" course produced by Basic Systems Inc., or the development of a special LTS course.

The Basic Systems "listening" course should be procured by LTS, adapted for school use, and experimented on 10 to 20 incoming full-time students as part of an "Introduction to Foreign Languages" course needed in the School.

This task should be the responsibility of the LTS Chief.

Television: One of the traditional yet "new" approaches to teaching a foreign language is closed-circuit television (TV), a system that has been in formal school use for over ten years. From the experience of TV teaching, we can conclude that it is equal to and at times better than the conventional methods of teaching for most subjects.

As a teaching system TV has many strong and weak points, especially as it applies to foreign language teaching. It can offer greater flexibility in the use of staff personnel, utilization of props, simulation aids, and certainly result in more effective training for clandestine agents who, for obvious reasons, cannot attend the formal school.

Its weakness is its high initial costs and the one-way communication circuit problem which is particularly detrimental in foreign language learning because languages are a behavior indulged in by two or more people (i. e., a social behavior).

All this does not mean that TV is useless in foreign language teaching. It merely means that as a tool, TV like all other media, must be properly considered for potential integration into the teaching system where it can best function. For example, one of the acknowledged deficiencies of the current LTS program is the lack of "social" inputs to the language learning experience. Television could help overcome this deficiency.

When all economic and educational factors are reviewed it does not seem practical at this time to consider television as a practical media for LTS. It is, however, worthy of future consideration to the extent that a survey of its academic potential and its costs should be conducted by OTR through [REDACTED]

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Recommendations: [REDACTED] to develop a study on the academic potential and the cost of television. The development of this study will await completion of the whole OTR systems survey.

2. An extensive list of available films for use in foreign language teaching as well as the source of supply and cost of such films should be developed for the various language departments. This list should be developed by the LTS Chief of Support and completed no later than 31 December 1966 with updating of this list at least every six months.
3. A complete review of the existing language labs, their present quality, recommendations for the expansion and/or change to new equipment should be conducted. This study should be extended to include the feasibility of developing decentralized study carrels. The study should be conducted by the LTS Chief of Support with the aid of [REDACTED] personnel, and completed no later than 31 December 1966.
4. Individual language departments must be kept up to date on all commercially available language teaching materials. To accomplish this, the language departments within LTS should have their names placed on the mailing lists of all language materials publishers which can be accomplished simply by a request from the individual department to the publishers. Previous efforts to do this through the CIA

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library appear to have been unsuccessful.

5. A general one-day orientation to languages course should be developed and applied to all new LTS students. The "listening" program should be made an integral part of this package whether LTS uses the existing Basic Systems' "Effective Listening" course or develops its own. In the event LTS must develop a new course in listening, the approximate cost would be \$5,000.

25X1A This course should be organized by the LTS Deputy Chief in conjunction with [REDACTED] and made available no later than 1 March 1967.

Conclusion

This study and recommendations derived from it are self-explanatory and do not need further discussion. It should be noted, however, that the recommendations may be expanded or changed once the remaining schools within OTR have been surveyed, because the various schools, while independent in many ways, are dependent upon one another in relation to objectives, students, and administrative problems.

APPENDIXES

Recommended Available PAI
Foreign Language Courses

APPENDIX A

- A. Elementary French, Rickert & Dubois
Encyclopaedia Britannica Press, 1961
2385 frames (477pp) approximately \$15.00 each
- B. German A, Elbert & German B
Encyclopaedia Britannica Press, 1961
5,050 frames (10 books) \$32.00 each
- C. Introductory Spanish, M. Sullivan
Encyclopaedia Britannica Press, 1961
3,284 frames (7 books) \$18.00 each

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